



Opportunity Funding
Combined application for Flexible funding and Mental Health and/or
Reading funding

For more information contact: Maria Rodriguez
Maria.rodriquez@doe.k12.de.us

Funding Period: Fiscal Year 2023

Opportunity Funding

Directed Funds for students identified as English Learners and students from low-income households

**Delaware Department of Education
Opportunity Funding Form
2019-2020 School Year**

Application deadline: July 29,2022

Purpose: Senate Bill 56 of the 151st General Assembly codified the Opportunity Fund, an additional source of education funding for Delaware public schools intended to support the increased needs of low income and English learner students, and established the parameters for how the funding is to be distributed and the usages reported. Epilogue language in the annual appropriations Act provides further parameters regarding usage and allocation.

For FY23, this is a combined school-based application for both the Flexible funding and Mental Health and/or Reading funding (if applicable) allocations.

Appropriation Allocation Method:

Flexible Funding - \$30 Million to be allocated. LEAs will receive school-based allocations at \$616.35 per English learner (EL) and \$616.35 per low-income (LI) student. LEAs shall have flexibility in the use of these funds to enhance services to EL and LI students, including using these funds to cover 100% of personnel costs for associated staff, contractual services, supplies and materials, or other expenditures deemed necessary to provide additional supports to these populations. Staff may include, but not be limited to, personnel dedicated to improving reading comprehension and math proficiency, or who provide additional wrap-around services or mental health supports. Funding allocations shall be made available to LEAs upon the passage of the FY23 budget so that in early July LEAs may begin to hire staff, procure instructional materials, execute contracts for services, and plan for the upcoming school year.

Mental Health and/or Reading - \$8 million to be apportioned to schools which meet the following criteria based on prior year unit count: (1) a grade configuration containing kindergarten through fourth grade and (2) greater than or equal to 30% Low income and/or greater than or equal to 10% English learner enrollment. These funds for mental health support shall be in the form of school counselors, school social workers or licensed clinical social workers, school psychologist and/or for additional reading supports for grade K-5. Services may include the employment of staff, where such funding may be used to cover 100% of personnel costs on a 10-12-month basis and/or contracted services.

All districts shall be authorized to assess a local match to provide for the local costs associated with this appropriation.

Accountability:

For FY23, local school boards shall allocate not less than 98% of the total allocation it receives generated by a specific school to that school. A local school board that wishes to allocate the funds in a different manner may do so in accordance with 14 Del. C. §1704(4).

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Districts and charter schools shall submit an annual report to the Department of Education on the use of the funds no later than January 1st of each year detailing how each school expended the funds earned and total expenditures by school, and make those reports publicly available on their website.

Metrics: Academic growth, progress toward English language proficiency (ELP) and mathematics proficiency, and reduction in chronic absenteeism.

In addition to the accountability measure data, the Delaware Department of Education (DDOE) will provide support by offering:

- Toolkits on evidence-based best practices for improving outcomes for EL and low-income students.
- Guidance for selecting high quality instructional materials.
- Technical support enabling LEAs to take a comprehensive look at their funding streams in order to maximize and coordinate them.
- Professional learning provided by content experts.
- Sharing best practices in a variety of ways including regular meetings with curriculum directors, chiefs/principals, social media and presentations.

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Application deadline: July 29, 2022

District/Charter Information

DISTRICT/CHARTER NAME: Brandywine School District		
DISTRICT/CHARTER STREET ADDRESS: 1311 Brandywine Boulevard	CITY: Wilmington	ZIP CODE: 19809

Main Contact Information

CONTACT NAME: Dr. Lisa Lawson	CONTACT PHONE NUMBER: 302-793-5001
CONTACT EMAIL ADDRESS: lisa.lawson1@bsd.k12.de.us	

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School Name	Flexible Funding	Total Flex LEA	Mental Health and/or Reading	Total MH and/or Reading LEA
(190) Brandywine High School	\$148,540.00			
(108) Brandywine SITE	\$1,849.00			
(510) Bush (Charles W.) Pre-School	\$28,352.00			
(112) Carrcroft Elementary School	\$88,754.00		\$57,759	
(151) Claymont Elementary School	\$220,037.00		\$143,194	
(194) Concord High School	\$110,943.00			
(170) duPont (Pierre S.) Middle School	\$163,333.00			
(124) Forwood Elementary School	\$52,390.00			
(110) Hanby Elementary School	\$80,126.00			
(156) Harlan (David W.) Elementary School	\$117,107.00		\$76,210	
(128) Lancashire Elementary School	\$80,126.00			
(130) Lombardy Elementary School	\$65,333.00			
(132) Maple Lane Elementary School	\$99,849.00		\$64,979	
(176) Mount Pleasant Elementary School	\$130,666.00			
(196) Mount Pleasant High School	\$171,345.00			
(178) Springer Middle School	\$114,641.00			
(180) Talley Middle School	\$147,924.00			
		\$1,821,315.00		\$342,142

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Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Brandywine High School		
SCHOOL STREET ADDRESS: 1400 Foulk Road	CITY: Wilmington	ZIP CODE: 19803

School Contact Information

CONTACT NAME: Rebecca Reggio	CONTACT PHONE NUMBER: 302-479-1600
CONTACT EMAIL ADDRESS: rebecca.reggio@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time School Climate & Culture Dean of Students</i>	<i>\$141,000</i>	Data indicates additional support is necessary to support school climate and culture within Tier I of their Multi-tiered System of Supports (MTSS). This individual will work directly with low-income students on proactive strategies	<input type="checkbox"/>

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		<p>to support social-emotional development, allowing opportunities for academic success. This individual will work collaboratively with staff to improve developed systems and structures within the behavioral realm of MTSS; this includes Restorative Practices work, Trauma-Informed work, as well as social-emotional learning in general. Through our implementation of Climate and Culture Deans, as well as improvements to our Student Code of Conduct, we will measure effectiveness through data collected within the discipline referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension).</p>	
<p><i>Contracted Academic Tutors &/or Behavioral Technicians</i></p>	<p>\$5,000</p>	<p>Contracted Academic Tutors serve to accelerate learning through prioritization of standards; additionally, they engage students who are multilingual and/or those who are low-income in previewing of academic vocabulary and text for upcoming lessons to enhance learning opportunities. Registered Behavior Technicians and/or Mental Health Support Therapists serve to improve the social/emotional wellness of young adults and the traumatic impact of the pandemic to students in poverty; we intend to increase opportunity for learning and engagement, as well as support overall health and wellness. We will measure effectiveness by analyzing our Tier II and III data through MTSS structures and systems, as well as standard academic measures.</p>	<p style="text-align: center;"><input type="checkbox"/></p>

Investment and Goals by SCHOOL

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SCHOOL NAME: Brandywine SITE Program & Bush Preschool		
SCHOOL STREET ADDRESS: 3301 Green St. and 2523 Berwyn Rd.	CITY: Claymont & Wilmington	ZIP CODE: 19703, 19810

School Contact Information

CONTACT NAME: Heather Austin & Haley Watson	CONTACT PHONE NUMBER: 302-792-1094 and 302-761-7420
CONTACT EMAIL ADDRESS: heather.austin@bsd.k12.de.us (SITE) and haley.watson@bsd.k12.de.us (Bush)	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Contracted Academic or Behavioral Tutors and/or Technicians</i>	\$28,000	SITE and Bush programs both have low-income and multilingual students. Academic tutors will provide reading support in small groups. Contracted Registered Behavior Technicians (RBTs) and paraprofessionals will support challenging behaviors that interfere with learning, social/emotional development and on-the-job vocational training at various job sites. Effectiveness will be measured in progress on IEP goals, as well as standard measures used in those age groups for academic progress.	<input type="checkbox"/>

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Investment and Goals by SCHOOL

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SCHOOL NAME: Carrcroft Elementary School		
SCHOOL STREET ADDRESS: 503 Crest Road	CITY: Wilmington	ZIP CODE: 19803

School Contact Information

CONTACT NAME: Mark Overly	CONTACT PHONE NUMBER: 302-762-7165
CONTACT EMAIL ADDRESS: mark.overly@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time School Climate & Culture Dean of Students (.50) – split with another funding source</i>	<i>\$80,000</i>	School Climate and Culture Dean of Students works directly with low-income students on proactive strategies to support social-emotional development, providing better opportunities for academic success. This individual works collaboratively with staff to improve development of classroom systems and	<input checked="" type="checkbox"/>

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		structures within the behavioral realm of MTSS; this includes Restorative Practices work, Trauma-Informed work, as well as social-emotional learning as a Tier I practice. Through our implementation of Climate and Culture Deans, as well as improvements to our Student Code of Conduct, we will measure effectiveness through data collected within the referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension) as well as referrals overall.	
<i>Contracted Academic or Behavioral Tutors and/or Technicians</i>	\$7,000	Academic tutors serve to remediate students who are low-income or multilingual in the process of learning to read/decode fluently with prosody, while in other academic areas serve to accelerate learning using prioritized standards. Behavior technicians serve to support the social/emotional learning of low-income students, especially those with challenging behaviors. Impact is measured by growth/progress on formative measures for academic purposes and MTSS Tiered Fidelity Inventory (TFI).	<input type="checkbox"/>

<u>Mental Health and/or Reading (if applicable) (05311)</u>	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports 			
<i>Full-time Licensed Clinical Social Worker (.50) – split with Maple Lane; includes EPER pay for after-hours work & summer work</i>	\$50,759	Bilingual Licensed Clinical Social Worker hired to support overall health, wellness and well-being of our low-income and multilingual learner students and their families. Individual also serves as a liaison between school and resources/services available in the community.	<input type="checkbox"/>
<i>Contracted Academic Tutors for Reading Remediation</i>	\$7,000	Academic tutors serve to remediate in the process of learning to read/decode fluently with prosody particularly those students who are low-income or	<input type="checkbox"/>

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		<p>multilingual. Many of these students struggled with reading prior to the pandemic, and are now even further behind as a result of closures. Effectiveness/impact will be measured by growth/progress on formative measures for academic purposes and various MTSS data with Data Service Center.</p>	
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Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Claymont Elementary School		
SCHOOL STREET ADDRESS: 3401 Green Street	CITY: Claymont	ZIP CODE: 19703

School Contact Information

CONTACT NAME: Tami Grimes-Stewart	CONTACT PHONE NUMBER: 302-792-3880
CONTACT EMAIL ADDRESS: tamara.grimes-stewart@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-22?
<i>Full-time School Climate & Culture Dean of Students</i>	\$108,000	School Climate and Culture Dean of Students works directly with low-income students on proactive strategies to support social-emotional development, providing better opportunities for academic success. This individual works collaboratively with staff to improve development of classroom systems and structures within the behavioral realm of MTSS; this includes Restorative Practices work, Trauma-Informed work, as well as social-emotional learning as a Tier I practice. Through our implementation of Climate and Culture Deans,	<input checked="" type="checkbox"/>

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		as well as improvements to our Student Code of Conduct, we will measure effectiveness through data collected within the referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension) as well as referrals overall.	
<i>Full-time school-based Teacher of Multilingual Learners (MLL) (formerly EL) teacher</i>	\$62,000	Multilingual Learners (MLL) teacher will support schoolwide implementation of the WIDA English Language Development Standards; additionally, the teacher will provide direct individual and/or small group supports to our students. The teacher may also provide professional learning and in-classroom supports to all educators on the integration of content and language. The expected impact is a change in teacher practice, based on classroom walkthroughs, ultimately leading to increased outcomes on content assessments, <i>ACCESS ELP targets and MAP/SBAC performance.</i>	<input checked="" type="checkbox"/>
<i>Full-time classroom paraprofessional to support low-income/ESL/struggling learners</i>	50,000	Classroom paraprofessional will support small group instruction using evidence-based, scripted reading interventions to support learners who are struggling with phonological & phonemic awareness and/or decoding. The impact should be realized through progress on formative assessment measures and meeting standards.	<input type="checkbox"/>

<u>Mental Health and/or Reading (if applicable) (05311)</u>	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports 			
<i>Full-time Social Worker (includes EPER pay for after-hours & summer work)</i>	\$143,194	Our low-income students and families need access to resources within the school as well as outside organizations & agencies; this person conducts home visits with families, both during the school day and after hours, as requested by families. She supports social/emotional wellbeing and academic success.	<input checked="" type="checkbox"/>

Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Concord High School		
SCHOOL STREET ADDRESS: 2501 Ebright Road	CITY: Wilmington	ZIP CODE: 19810

School Contact Information

CONTACT NAME: Mark Mayer	CONTACT PHONE NUMBER: 302-475-3951
CONTACT EMAIL ADDRESS: mark.mayer@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time School Climate & Culture Dean of Students</i>	\$110,850	Data indicates growth is necessary within CHS's school climate and culture, Tier I of their Multi-tiered System of Supports (MTSS). This individual will work directly with low-income students on proactive strategies to support social-emotional development; thus, increasing opportunities for academic success. This individual will work collaboratively with staff to improve developed systems and structures within the behavioral realm of MTSS; this includes Restorative Practices work, Trauma-Informed work, as well as social-emotional	<input checked="" type="checkbox"/>

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		learning in general. Through our implementation of Climate and Culture Deans, as well as improvements to our Student Code of Conduct, we will measure effectiveness through data collected within the discipline referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension).	
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Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: duPont (Pierre S.) Middle School		
SCHOOL STREET ADDRESS: 701 W. 34th Street	CITY: Wilmington	ZIP CODE: 19802

School Contact Information

CONTACT NAME: Dr. Melinda Tartaglione	CONTACT PHONE NUMBER: 302-762-7146
CONTACT EMAIL ADDRESS: melinda.tartaglione@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time school-based Teacher of Multilingual Learners (MLL) (formerly EL) teacher</i>	\$79,500	Multilingual Learners (MLL) teacher will support schoolwide implementation of the WIDA English Language Development Standards; additionally, the teacher will provide direct individual and/or small group supports to our students. The teacher may also provide professional learning and in-classroom supports to all educators on the integration of content and language. The expected impact is a change in teacher practice, based on classroom	<input checked="" type="checkbox"/>

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		walkthroughs, ultimately leading to increased outcomes on content assessments, <i>ACCESS ELP targets and MAP/SBAC performance.</i>	
<i>Full-time Social Worker (0.6) (includes EPER pay for after-hours work)</i>	<i>\$82,000</i>	Our low-income students and families need access to resources within the school as well as outside organizations & agencies; this person conducts home visits with families, both during the school day and after hours, as requested by families. She supports social/emotional wellbeing and academic success.	<input type="checkbox"/>

Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Forwood Elementary School		
SCHOOL STREET ADDRESS: 1900 Westminster Drive	CITY: Wilmington	ZIP CODE: 19810

School Contact Information

CONTACT NAME: Diana Golden	CONTACT PHONE NUMBER: 302-475-3956
CONTACT EMAIL ADDRESS: diana.golden@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time classroom paraprofessional to support low-income/ESL/struggling learners</i>	51,350	Classroom paraprofessional will support small group instruction using evidence-based, scripted reading interventions to support learners who are struggling with phonological & phonemic awareness and/or decoding. The impact should be realized through progress on formative assessment measures and meeting standards.	<input type="checkbox"/>

Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Hanby Elementary School		
SCHOOL STREET ADDRESS: 2523 Berwyn Road	CITY: Wilmington	ZIP CODE: 19810

School Contact Information

CONTACT NAME: Juliet Agresti	CONTACT PHONE NUMBER: 302-479-2220
CONTACT EMAIL ADDRESS: juliet.agresti@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-22?
<i>Full-time School Climate & Culture Dean of Students (0.5) – split w/ another funding source</i>	\$67,000	School Climate and Culture Dean of Students works directly with low-income students on proactive strategies to support social-emotional development, providing better opportunities for academic success. This individual works collaboratively with staff to improve development of classroom systems and structures within the behavioral realm of MTSS; this includes Restorative Practices work, Trauma-Informed work, as well as social-emotional learning as a Tier I practice. Through our implementation of Climate and Culture Deans,	<input checked="" type="checkbox"/>

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		as well as improvements to our Student Code of Conduct, we will measure effectiveness through data collected within the referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension) as well as referrals overall.	
<i>Contracted Academic or Behavioral Tutors/Technicians</i>	<i>\$12,000</i>	Academic tutors serve to remediate in the process of learning to read/decode fluently with prosody for our students who are low-income and multilingual, while for other academic areas serve to accelerate learning using prioritized standards. Behavior technicians serve to support the social/emotional learning of low-income and multilingual students, especially those with challenging behaviors that interfere with their ability to learn and progress. Effectiveness/Impact is measured by growth/progress on formative measures for academic purposes and several MTSS measures.	<input type="checkbox"/>

Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Harlan Elementary School		
SCHOOL STREET ADDRESS: 3601 North Jefferson Street	CITY: Wilmington	ZIP CODE: 19802

School Contact Information

CONTACT NAME: Tracey Roberts	CONTACT PHONE NUMBER: 302-762-7156
CONTACT EMAIL ADDRESS: tracey.roberts@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time School Climate & Culture Dean of Students</i>	<i>\$101,000</i>	School Climate and Culture Dean of Students works directly with low-income students on proactive strategies to support social-emotional development, providing better opportunities for academic success. This individual works collaboratively with staff to improve development of classroom systems and structures within the behavioral realm of MTSS; this includes Restorative Practices work, Trauma-Informed work, as well as social-emotional learning as a Tier I practice. Through our implementation of Climate and Culture Deans,	<input checked="" type="checkbox"/>

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		as well as improvements to our Student Code of Conduct, we will measure effectiveness through data collected within the referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension) as well as referrals overall.	
<i>Contracted Casual/Seasonal Academic or Behavioral Tutors/Technicians</i>	<i>\$15,000</i>	Academic tutors serve to remediate students who are low-income or multilingual in the process of learning to read/decode fluently with prosody, while in other academic areas serve to accelerate learning using prioritized standards. Behavior technicians serve to support the social/emotional learning of low-income students, especially those with challenging behaviors. Impact is measured by growth/progress on formative measures for academic purposes and MTSS Tiered Fidelity Inventory (TFI).	<input type="checkbox"/>

<u>Mental Health and/or Reading (if applicable) (05311)</u>	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports 			
<i>Full-time Reading Specialist w/ Early Childhood, Elementary and Special Education certification</i>	<i>\$76,210 (State portion only-hired)</i>	MAP (NWEA), SBAC and results of other formative measures indicate that our low-income and multilingual students require additional supports in the areas of phonological/phonemic awareness, reading decoding and reading fluency in order to successfully read grade level standards and read for comprehension & learning. This specialist provides tiered supports to our most struggling learners in the area of reading.	<input type="checkbox"/>

Investment and Goals by SCHOOL

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SCHOOL NAME: Lancashire Elementary School		
SCHOOL STREET ADDRESS: 2000 Naamans Road	CITY: Wilmington	ZIP CODE: 19810

School Contact Information

CONTACT NAME: Veronica Wilkie	CONTACT PHONE NUMBER: 302-475-3990
CONTACT EMAIL ADDRESS: veronica.wilkie@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time school-based Teacher of Multilingual Learners (MLL) (formerly EL) teacher (.50) – split with MPE</i>	\$64,166	Multilingual Learners (MLL) teacher will support schoolwide implementation of the WIDA English Language Development Standards; additionally, the teacher will provide direct individual and/or small group supports to students. The expected impact is a change in teacher practice, based on classroom walkthroughs, ultimately leading to increased outcomes on content assessments, ACCESS ELP targets and MAP/SBAC performance.	<input type="checkbox"/>

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<p><i>Contracted Casual/Seasonal Academic or Behavioral Tutors/Technicians</i></p>	<p style="text-align: center;"><i>\$14,500</i></p>	<p>Academic tutors serve to remediate students who are low-income or multilingual in the process of learning to read/decode fluently with prosody, while in other academic areas serve to accelerate learning using prioritized standards. Behavior technicians serve to support the social/emotional learning of low-income students, especially those with challenging behaviors. Impact is measured by growth/progress on formative measures for academic purposes and MTSS Tiered Fidelity Inventory (TFI).</p>	<p style="text-align: center;"><input type="checkbox"/></p>
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Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Lombardy Elementary School		
SCHOOL STREET ADDRESS: 412 Foulk Road	CITY: Wilmington	ZIP CODE: 19803

School Contact Information

CONTACT NAME: Michael McDermott	CONTACT PHONE NUMBER: 302-762-7190
CONTACT EMAIL ADDRESS: michael.mcdermott@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-22?
<i>Full-time School Climate & Culture Dean of Students (.50) – split w/another funding source</i>	\$65,000	School Climate and Culture Dean of Students works directly with low-income students on proactive strategies to support social-emotional development; additionally, the Dean works collaboratively with staff to improve development of classroom systems and structures within the behavioral realm of MTSS. We will measure effectiveness through data collected within the referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension) as well as referrals overall.	<input checked="" type="checkbox"/>

Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Maple Lane Elementary		
SCHOOL STREET ADDRESS: 100 Maple Road	CITY: Claymont	ZIP CODE: 19703

School Contact Information

CONTACT NAME: Dr. Tia Wood	CONTACT PHONE NUMBER: 302-792-3906
CONTACT EMAIL ADDRESS: tia.wood@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Will 98% of mental health and/or reading funds remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time school-based Teacher of Multilingual Learners (MLL) (formerly EL) teacher</i>	<i>\$100,000</i>	Multilingual Learners (MLL) teacher will support schoolwide implementation of the WIDA English Language Development Standards; additionally, the teacher will provide direct individual and/or small group supports to students. The expected impact is a change in teacher practice, based on classroom walkthroughs, ultimately leading to increased outcomes on content assessments, <i>ACCESS ELP targets and MAP/SBAC performance.</i>	<input checked="" type="checkbox"/>

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<u>Mental Health and/or Reading (if applicable) (05311)</u> <ul style="list-style-type: none"> • School Counselor • School Social Worker • Licensed Clinical Social Worker • School Psychologist • Reading Supports 	<u>Cost (hired or contracted, if applicable)</u>	<u>Expected Impact</u>	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time Licensed Clinical Social Worker (.50) – split with Carrcroft</i>	45,000	A bilingual licensed clinical social worker will support overall health, wellness and well-being of our low-income and multilingual learners and families. Individual will serve also as a liaison between school and resources/services available in the community.	<input type="checkbox"/>
<i>Contracted Academic Tutors for Reading Remediation</i>	\$7,000	Academic tutors serve to remediate in the process of learning to read/decode fluently with prosody particularly those students who are low-income or multilingual. Many of these students struggled with reading prior to the pandemic, and are now even further behind as a result of closures. Effectiveness/impact will be measured by growth/progress on formative measures for academic purposes and various MTSS data with Data Service Center.	<input type="checkbox"/>

Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Mount Pleasant Elementary School		
SCHOOL STREET ADDRESS: 500 Duncan Road	CITY: Wilmington	ZIP CODE: 19809

School Contact Information

CONTACT NAME: Matt Auerbach	CONTACT PHONE NUMBER: 302-762-7120
CONTACT EMAIL ADDRESS: matthew.auerbach@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time school-based Teacher of Multilingual Learners (MLL) (formerly EL) teacher (.50) – split with Lancashire</i>	\$64,166	Multilingual Learners (MLL) teacher will support schoolwide implementation of the WIDA English Language Development Standards; additionally, the teacher will provide direct individual and/or small group supports to students. The expected impact is a change in teacher practice, based on classroom walkthroughs, ultimately leading to increased outcomes on content assessments, ACCESS ELP targets and MAP/SBAC performance.	<input checked="" type="checkbox"/>

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<p><i>Full-time School Climate & Culture Dean of Students (.50) – split w/another funding source</i></p>	<p style="text-align: center;"><i>\$76,000</i></p>	<p>School Climate and Culture Dean of Students works directly with low-income students on proactive strategies to support social-emotional development; additionally, the Dean works collaboratively with staff to improve development of classroom systems and structures within the behavioral realm of MTSS. We will measure effectiveness through data collected within the referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension) as well as referrals overall.</p>	<p style="text-align: center;"><input checked="" type="checkbox"/></p>
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Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Mount Pleasant High School		
SCHOOL STREET ADDRESS: 5201 Washington Street Extension	CITY: Wilmington	ZIP CODE: 19809

School Contact Information

CONTACT NAME: Curi Calderon-Lacy	CONTACT PHONE NUMBER: 302-762-7165
CONTACT EMAIL ADDRESS: curi.calderon-lacy@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
Full-time School Climate & Culture Dean of Students	\$120,000	Data indicates additional support is necessary to support school climate and culture within Tier I of their Multi-tiered System of Supports (MTSS). This individual will work directly with low-income students on proactive strategies to support social-emotional development, allowing opportunities for academic success. This individual will work collaboratively with staff to improve developed systems and structures within the behavioral realm of MTSS; this includes Restorative Practices work, Trauma-Informed work, as well as social-	<input checked="" type="checkbox"/>

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		emotional learning in general. Through our implementation of Climate and Culture Deans, as well as improvements to our Student Code of Conduct, we will measure effectiveness through data collected within the discipline referral system in Data Service Center; we expect lower rates of exclusion (out-of-school suspension).	
<i>Full-time classroom paraprofessional to support low-income/ESL/struggling learners</i>	\$59,783	Classroom paraprofessional will support small group instruction using evidence-based, scripted reading interventions to support learners who are struggling with phonological & phonemic awareness and/or decoding. The impact should be realized through progress on formative assessment measures and meeting standards.	<input type="checkbox"/>

Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Springer Middle School		
SCHOOL STREET ADDRESS: 2220 Shipley Road	CITY: Wilmington	ZIP CODE: 19803

School Contact Information

CONTACT NAME: Dr. Tracy Woodson	CONTACT PHONE NUMBER: 302-479-1621
CONTACT EMAIL ADDRESS: tracy.woodson@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Flexible Funding Investment (05297)	Cost	Expected Impact (Explain the expected impact of this investment and how you will measure effectiveness.)	Continued Opp. Funding investment from 2021-22?
<i>Full-time Mathematics Instructional Coach</i>	\$106,000	The Mathematics Coach will support schoolwide implementation of Illustrative Mathematics, a curriculum package purchased several years ago. This individual will support individual teachers to improve fidelity, implementation and outcomes through modeling, direct coaching and feedback using observations and walkthroughs. Effectiveness will be measured through increased mathematics proficiency & growth using MAP, SBAC and common assessments.	<input checked="" type="checkbox"/>

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<p><i>Contracted Academic Tutors or Behavioral Technicians</i></p>	<p style="text-align: center;"><i>\$7,000</i></p>	<p>Academic tutors serve our low-income and multilingual learners to accelerate learning using prioritized standards in ELA and/or Mathematics by previewing academic vocabulary and content. Behavior technicians serve to support the social/emotional learning and mental health of students, especially those who are low-income who've experienced trauma exhibiting challenging behaviors. Impact is measured by growth/progress on formative measures for academic purposes and MTSS Tiered Fidelity Inventory (TFI).</p>	<p style="text-align: center;"><input type="checkbox"/></p>
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Investment and Goals by SCHOOL

Provide additional detail about the plan in the chart by school for each Opportunity Funding investment with its associated cost and proposed impact. These charts should be copied and completed for each school receiving funds. *For each investment, include baseline data and numeric targets to measure impact. A state budget sheet will be completed by the district/charter after the plan has been approved.*

SCHOOL NAME: Talley Middle School		
SCHOOL STREET ADDRESS: 1110 Cypress Road	CITY: Wilmington	ZIP CODE: 19810

School Contact Information

CONTACT NAME: Jeff Lawson	CONTACT PHONE NUMBER: 302-475-3976
CONTACT EMAIL ADDRESS: jeffrey.lawson@bsd.k12.de.us	

Will 98% of flexible funding remain allocated to this school?	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	
Will 98% of mental health and/or reading funds remain allocated to this school?	N/A	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

<u>Flexible Funding Investment (05297)</u>	<u>Cost</u>	<u>Expected Impact</u> (Explain the expected impact of this investment and how you will measure effectiveness.)	<u>Continued Opp. Funding investment from 2021-22?</u>
<i>Full-time school-based Teacher of Multilingual Learners (MLL) (formerly EL) teacher</i>	\$113,000	Multilingual Learners (MLL) teacher will support schoolwide implementation of the WIDA English Language Development Standards; additionally, the teacher will provide direct individual and/or small group supports to students. The expected impact is a change in teacher practice, based on classroom walkthroughs, ultimately leading to increased outcomes on content assessments, ACCESS ELP targets and MAP/SBAC performance.	<input checked="" type="checkbox"/>

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<p><i>Contracted Academic Tutors / Reading Support</i></p>	<p><i>\$32,000</i></p>	<p>Academic tutors serve our low-income and multilingual learners to accelerate learning using prioritized standards in ELA and/or Mathematics by previewing academic vocabulary and content. Behavior technicians serve to support the social/emotional learning and mental health of students, especially those who are low-income who've experienced trauma exhibiting challenging behaviors. Impact is measured by growth/progress on formative measures for academic purposes and MTSS Tiered Fidelity Inventory (TFI).</p>	<p style="text-align: center;"><input type="checkbox"/></p>
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Assurances and Signatures

The applicant assures that:

As the chief school officer of the district or charter school, I am authorized to submit for the funds identified in this form. I am also authorized to obligate the district or charter school to conduct any activity approved under this form in accordance with all applicable state requirements, including statutory, regulatory, and program specific requirements. The information contained in it is true and correct to the best of my knowledge and belief. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Chief School Officer: Lincoln Hahler

Signature: [Signature] Date: 8/9/22

As the business manager of the district or charter school, I am authorized to submit the budget(s) and financial information contained in this form. I have read this form and reviewed the financial information contained in this form. The information contained in this form is true and correct to the best of my knowledge and belief. I have reviewed and approved the submission of the budget(s) for the form. By submitting this form, I acknowledge that I understand and agree to abide by all applicable requirements.

Business Manager: Angie Thomas

Signature: [Signature] Date: 8/8/22

By signing this form, I am approving the plan and budget proposal submitted by the district or charter.

Secretary of Education/Designee: Cora L. Scott, Deputy Secretary of Education

Signature: [Signature] Date: 8/11/22

MR

8/11/2022

